

DRAFT

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction													
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)															
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:													
	14-DEC-09														
2b. APPLICATION ID: 10AC108725	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHMT0010002													
5. APPLICATION INFORMATION															
LEGAL NAME: The University of Montana DUNS NUMBER:		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Eric Cardella TELEPHONE NUMBER: (406) 243-5177 6 FAX NUMBER: (406) 243-5407 INTERNET E-MAIL ADDRESS: cardella@mtcompact.org													
ADDRESS (give street address, city, state, zip code and county): Montana Campus Compact 302 University Hall Missoula MT 59812 - 4104 County:															
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 816001713		7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b. 4-year college State Education Agency													
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):															
		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service													
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Campus Corps													
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): 46 communities throughout Montana, including: Anaconda, Belgrade, Big Timber, Billings, Bonner, Box Elder, Bozeman, Broadus, Browning, Butte, Circle, Cut Bank, Dillon, Ennis, Forsyth, Frenchtown, Gardiner, Glasgow, Glendive, Great Falls, Gree		11.b. CNCS PROGRAM INITIATIVE (IF ANY):													
13. PROPOSED PROJECT: START DATE: 08/15/10 END DATE: 08/14/11		14. CONGRESSIONAL DISTRICT OF: a.Applicant MT 001 b.Program													
15. ESTIMATED FUNDING: Year #: 2		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 695,179.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 503,448.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 1,198,627.00</td> </tr> </table>				a. FEDERAL	\$ 695,179.00	b. APPLICANT	\$ 503,448.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00
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17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.															
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Eric Cardella		b. TITLE: Campus Corps Program Manager													
		c. TELEPHONE NUMBER: (406) 243-5177 6													
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/23/09													

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Rationale and Approach

COMPELLING COMMUNITY NEED.

National trends show alarming shortages in education and health care professions, dwindling human resources in the nonprofit sector, and limited opportunities for student engagement and volunteerism. These needs are all more acute in Montana. Census bureau statistics and independent research point to the fact that because of its boom and bust past, small population density and broad geography, Montana's schools, health clinics, and nonprofits would all benefit from the service of well-trained AmeriCorps members. Since 1993, the Montana Campus Compact (MTCC) has recruited, trained and mobilized nearly 3,000 college students to tackle some of Montana's most pressing economic and social issues, such as helping to ensure a brighter future for disadvantaged youth by placing academic mentors in high-needs schools, building capacity for local nonprofits by creating lasting and reciprocal campus-community partnerships, supporting tribal colleges in serving some of the most economically-distressed Native American Indian reservations in the nation, and recruiting thousands of non-AmeriCorps volunteers. As part of its continuing mission to engage college students in meaningful community service, MTCC hosts the Montana Campus Corps AmeriCorps program, which provides Montana's college students a framework for developing lifelong citizenship competencies while directly meeting community needs. Hosted from a network of 19 campuses, the reach of Campus Corps service extends deep into small rural communities, tribal reservations, mid-sized towns, as well as larger cities. A small sampling of the program's beneficiaries includes low income tribal members on the Flathead Indian Reservation, seniors and low income patients at Holy Rosary hospital in Miles City, disadvantaged youth at the Boys & Girls Club of the Hi-Line in Havre and diabetics at the Wellness Center on the Fort Peck Indian Reservation.

The hallmark of the Campus Corps program is its reliance on community input in identifying and targeting the most pressing needs of the state. Under the guidance and direction of a professional

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facilitator, program stakeholders from 9 Montana communities convened in June 2008, with a goal of identifying as-yet unmet community needs and creating a strategic vision for the future of student service in Montana. This Visioning Summit brought together a diverse group, including an AmeriCorps member, a student services counselor at a tribal college, a community college service-learning coordinator, a former staff member at another Corporation-funded student service organization, the director of a tribal wellness center, a career services counselor at a faith-based institution, a nursing department chair and professor with 30 years of nursing experience, and two directors of campus-based community outreach offices. Drawing upon the input of statewide beneficiaries and the expertise of respected campus and community leaders, the Visioning Summit yielded three strategic areas of focus for the Campus Corps program in the next three years. Those statewide focus areas, which form the backbone of this proposal, are: 1) To increase resources for and build capacity in Montana's nonprofit sector; 2) To attract and retain quality educators and health care professionals, particularly in communities experiencing significant shortages; and, 3) To engage more college students in meaningful community service and incorporate citizenship development into more academic disciplines. The Visioning Summit was also an opportunity for Campus Corps stakeholders to commit themselves and their institutions to serving citizens in the most economically disadvantaged communities, with a particular emphasis on meeting unmet needs on Montana's tribal reservations and in geographically isolated rural areas.

FOCUS AREA 1: TO INCREASE RESOURCES FOR AND BUILD CAPACITY IN MONTANA'S NONPROFIT SECTOR.

A September 2008 Associated Press article brings to light a mounting financial crisis in poor states, like Montana, which has the potential to adversely affect future growth in the nonprofit sector. "Unlike heavily populated states," the article claims, "Montana lacks the financial resources, a large corporate base and an abundance of foundations that nonprofit groups can lean on when money is tight." In

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Montana, the nonprofit infrastructure is still in its infancy, with a relatively young statewide nonprofit association. Established in 2001, the Montana Nonprofit Association (MNA) is currently 533 organizations strong. According to MNA chair, Dr. Andrea Vernon, "As the national economy continues to slow, the repercussions are acutely felt in Montana's nascent nonprofit sector." Vernon goes on to assert that "college student AmeriCorps members serving at Montana nonprofits recruit volunteers and provide direct services to help leverage scant resources. These engaged students become increasingly valuable in times of economic turmoil." As the national economy continues to sag, Montana's community nonprofits, faith-based and government organizations need assistance with developing volunteer programs and increasing their capacity to provide more effective and efficient services that meet community-identified needs in a meaningful way. "College students serve in communities from Wolf Point to Dillon, and all points in between," says Vernon, "And the value that they are adding--whether tutoring, mentoring, after school enrichment, or volunteer coordination--is truly incredible."

According to Jim Mitchell, Director of Student Health Services at Montana State University (MSU), the push to create new partnerships between the campus and the community, and to strengthen existing ones, is an institutional commitment that Campus Corps can help the university make a reality. "Through our participation in Montana Campus Compact programs like Campus Corps," says Mitchell, "Montana State University has been able to expand its reach out into the Bozeman area community through students who are eager and ready to make a difference." Katie Maurillo is one such student at MSU, who has answered her campus' call to serve by joining the 2008-2009 Campus Corps team. Katie's community site placement is the Bridger Clinic, a nonprofit agency working to address a need to reach teens and young adults with affordable family planning health care, outreach and education in an effort to decrease teen pregnancy and increase teen outreach and peer involvement. According to the clinic's director, Stephanie McDowell, "We have identified the need for more marketing to reach teens in the area, as teen pregnancy has risen 30-36% in the last 2 years in Gallatin County." In order to reach

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more teens and young adults, the clinic and its stakeholders have identified internet marketing and social networks as effective marketing tools. But, by McDowell's own admission, she herself is unqualified and largely uninformed to make this e-marketing strategy a reality. Enter Campus Corps member Katie Maurillo, who brings her skills and experience as an active Facebook and MySpace user to the aid of the Bridger Clinic. With the help of a teen peer education group, Maurillo is helping lead the clinic into uncharted territory by employing the knowledge of a younger, tech-savvy generation to increase the number of teens and young adults receiving valuable health education and resources. And, since Katie has committed to serving for two years as a Campus Corps member, the Bridger Clinic is able to take full advantage of Katie's resources, as well as those of the MSU campus, in turning this project into a sustainable marketing campaign that will continue to serve the community's needs well into the future.

FOCUS AREA 2: TO ATTRACT AND RETAIN QUALITY EDUCATORS AND HEALTH CARE PROFESSIONALS, PARTICULARLY IN COMMUNITIES EXPERIENCING SIGNIFICANT SHORTAGES.

According to a report to the Board of Public Education prepared by the Montana Office of Public Instruction (OPI) in March 2008, Montana is home to 324 "impacted schools," indicating the number of K-12 schools in the state that are currently experiencing what OPI considers "critical quality educator shortages." Schools are considered "impacted," based on specific needs criteria, such as rural isolation, high percentage of students receiving free and reduced-price meals, and low academic performance, based on No Child Left Behind standards. The report also indicates additional criteria for qualifying Montana's teacher shortage as critical, such as the vast number of statewide teacher vacancies, the difficulty filling those vacancies, and the high educational standards set for teachers to be deemed "quality." OPI cites 417 vacancies in elementary schools alone during the 2006-2007 school year, with 11.51% of those positions considered difficult or very hard to fill. Including the shortages at the middle-

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and high-school level, Montana school districts reported a total of 1,674 vacancies, with 52 of Montana's 56 counties listed in the OPI report as being impacted by quality teacher shortages.

In recent years, debilitating teacher shortages have forced the Superintendent of Public Instruction to grant "emergency authorizations for employment," meaning that teacher vacancies have been "filled by improperly assigned or unlicensed educators." These emergency authorizations only occur when a district cannot recruit or retain a teacher who holds a valid or appropriate license. Between 2003 and 2007, 99 such authorizations were granted in Montana, with 70% of those in critical shortage areas, such as special education, math, and speech. Since these emergency placements are only valid for one school fiscal year, impacted schools are clamoring to find qualified teachers year after year. The need to attract and retain quality professionals to the teaching field is pressing and poignant, particularly in Montana's neediest schools, where the situation is not improving.

No stranger to the damaging effects of attrition, the health care profession, like teaching, is also struggling to hang on to committed professionals. According to a 2008 Employee and Nurse Check-Up Report published by Press Ganey Associates, Inc., "employees in health care have chosen to work in this demanding field because of a desire to make a positive difference." Drawing upon data from a national survey of health workers, the report laments national retention rates that are lower than they were in 2005, indicating that this highly-specialized group of professionals lacks the support needed to keep them satisfied and committed to the profession. In particular, younger nurses--those born in 1984 or later--are at risk of attrition. With older nurses retiring in greater numbers every year, it is imperative that new nurses feel engaged and connected to what the report calls the "meaningfulness" of their work, so that more of them continue in their critically important profession.

The report's findings indicate that health workers in largely rural states, such as Montana, are less

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fulfilled than their colleagues in urban areas. Among the least satisfied employees are registered nurses (RN), health technicians, and other nursing personnel, such as LPNs and CNAs. A similar job survey was implemented in Montana in 2005 by an association of Montana Health Care Providers, with a primary focus on the growing attrition trend in the health profession, particularly among highly-specialized RNs, LPNs and Allied Health Professionals. The survey results indicate that vacancy rates for RNs have risen dramatically at health organizations throughout most of Montana. Similarly, statewide vacancy rates for Ultrasound Technicians, Radiology Technicians, Occupational, Respiratory and Physical Therapists were larger than they had been since 2002, meaning the demand for quality health professionals exceeds the supply of new recruits to the profession.

The U.S. Department of Health and Human Services currently lists 108 communities in 49 of Montana's 56 counties as either Medically Underserved Areas (MUAs) or areas serving Medically Underserved Populations (MUPs). Additionally, Montana has 160 Health Professional Shortage Areas (HPSAs) in the Primary Medical Care field alone, and a total of 347 shortage areas when combined with other understaffed health disciplines, such as Dental Care and Mental Health. Dr. Cynthia Gustafson, chair of the Nursing Department at Carroll College in Helena, Montana, believes that "by providing students with AmeriCorps service opportunities and recognizing their clinical work, we can honor their choice of career and keep them in school and able to graduate and enter the workforce." Furthermore, Dr. Gustafson believes that Campus Corps also provides a sense of meaningfulness by incorporating citizenship development into core curricula. To her, the Campus Corps program "validates that professional nursing is a serving profession and has altruistic motives--not just a paycheck!"

FOCUS AREA 3: TO ENGAGE MORE COLLEGE STUDENTS IN MEANINGFUL COMMUNITY SERVICE AND INCORPORATE CITIZENSHIP DEVELOPMENT INTO MORE ACADEMIC DISCIPLINES.

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The Campus Corps program strongly supports the Corporation for National and Community Service (CNCS) strategic initiatives to engage more students in communities and mobilize more volunteers. College students are a huge source of potential volunteer resources for an under-populated state like Montana. With nearly 50,000 students enrolled statewide, the Campus Corps program has its work cut out for it, in terms of harnessing the energy and abilities of the college student demographic. As a statewide student service program, Campus Corps is in a unique position to recruit a large and diverse group of volunteers, which includes non-traditional students and Baby Boomers, students with disabilities, and Native American students. Native American communities, in particular, are in need of well-trained, committed volunteers. According to the US Census Bureau, tribal members who attend college are more than twice as likely to volunteer as their peers who never earned a high school diploma. This statistic underscores the importance of the Campus Corps program's volunteer recruitment initiatives, which include the work of five tribal colleges, as well as six public, 4-year universities, three faith-based institutions, three community colleges, and two technical colleges, which together provide outreach and resources to over 50 communities, each with its own character and diverse community needs.

In addition to promoting student volunteerism, Campus Corps provides Montana's college campuses the structure and support they need to effectively develop service-learning initiatives. Service-learning is a teaching method that uses community service and civic reflection to deepen the impact of course work. According to Dr. Edward Zlotkowski, professor at Bentley College, participation in service-learning activities is proven to develop and enhance citizenship skills and attitudes and adds considerable value to students' educational experiences. The actual percentage of college students who have been exposed to service-learning is low. According to survey data collected in a study by CCSSE (Community College Survey of Student Engagement), 73% of nearly 1,200 Montana college students surveyed in 2007 and 2008 had never participated in a community-based project as part of their college coursework.

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Considering the vast majority (70%) of respondents claimed that either an internship, clinical, co-op or field experience was already part of their course of study, it is surprising that fewer than 3 out of 10 consider their coursework to be community service. In fact, less than 1/3 of the students surveyed felt that their college experience had contributed much to their personal development of civic engagement skills, with the majority responding that their campus offered "very little" to only "some" knowledge or skills related to contributing to the welfare of the community. Fewer than half of the respondents felt that their college experience was a significant contributor to their development of a personal code of values or ethics. These statistics demonstrate a compelling need to engage more of Montana's college students in meaningful community service and to incorporate citizenship development into more academic disciplines.

DESCRIPTION OF ACTIVITIES & MEMBER ROLES.

Campus Corps will engage college students in meeting Montana's community needs. The three primary activities which support this mission are: 1) developing campus-community partnerships; 2) participating in service-learning initiatives, and; 3) generating volunteers for communities. All member activities will be distinct from other staff and volunteer roles, with the MTCC Network Office providing oversight and monitoring of all service sites and project activities to ensure compliance. Furthermore, Campus Corps service will be distinguished among other student service initiatives, as evidenced by its emphasis on participants' development of AmeriCorps core values and citizenship competencies.

In response to the community need to increase resources for and build capacity in Montana's nonprofit sector, 90 members will be placed at local nonprofits, faith-based organizations and government agencies, where they will perform both indirect service, in the form of volunteer coordination, capacity-building and resource development, and direct services, such as youth mentoring, client care, and targeted community outreach. These Campus Corps Service Team Members will serve part-time,

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receiving a biweekly living allowance or Work Study award to support them during their term of service. Examples of project activities include: marketing for an online volunteer database and the 211 human service helpline for the United Way of Flathead County; teaching elementary students about environmental stewardship through the Watershed Education Network (WEN) in the Swan Valley; offering diabetes awareness training to tribal members at the community wellness centers in Poplar and Wolf Point; leading life-skills classes for incarcerated youth through the Reintegrating Youthful Offenders (RYO) program in Galen, and; coordinating volunteers for St. John's Lutheran Ministries Adopt-A-Grandparent program in Billings.

In an effort to attract and retain quality educators and health care professionals in Montana's neediest communities, the program will place 500 members in high-needs schools and healthcare sites throughout the state. These Campus Corps Service-Learning Members will meet community needs in education and public health as part of a formal service-learning initiative. Examples of project activities include: introducing engineering applications to high school physics students in Helena; providing weekly counseling services to patients at the Community Mental Health Center in West Yellowstone; increasing the cultural knowledge of K-8 students through the Cuts Wood School's Blackfeet Immersion Program in Browning, and; providing no-cost dental care to migrant farm workers at a clinic in Great Falls. Additionally, 66 members will participate in service-learning activities in other focus areas, such as human needs and environmental initiatives. Examples of project activities include: offering free financial literacy counseling through the Volunteer Income Tax Assistance (VITA) program in Kalispell; participating in a traveling drama education program through the Missoula Children's Theater, and; installing and maintaining air quality monitoring equipment for the Office of Environmental Protection on the Fort Peck Assiniboine & Sioux Indian Reservations. Upon completion of their service term, service-learning members will be eligible to receive an AmeriCorps Education Award.

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To aid these members in their service activities, 14 members will serve as full-time, non-student Campus Corps Leaders, who will provide leadership to members and engage campuses in meeting community needs through various curricular and extracurricular service activities. Leaders will be based at campus outreach and service-learning offices throughout the state. Examples of Campus Corps Leader activities include: planning Campus Corps meetings, training retreats, and recognition events; recruiting student volunteers to participate in member projects, such as Habitat for Humanity Build Days; organizing Alternative Breaks trips to engage students in meaningful service during holiday breaks, and; planning community outreach activities on Make A Difference Day, Martin Luther King Day, and Global Youth Service Day.

MTCC ensures that its Campus Corps program supports service activities which comply with all AmeriCorps guidelines. A system of checks, balances, and communication has been established between the MTCC Network Office staff, campus-based supervisors, leaders, community partners, and members. Each year, campuses sign a legally binding contract which includes the most recent AmeriCorps provisions and details the terms and conditions of the program. All campus-based supervisors, new and returning, are required to attend an annual supervisor training, at which program requirements, changes and prohibited service activities are explicitly discussed. All members participate in a Pre-Service Orientation and are required to sign a Member Agreement, which clearly delineates all of the allowable and prohibited service activities. In addition to the Pre-Service Orientation, Campus Corps members attend a formal AmeriCorps member orientation at MTCC's annual Building Engaged Citizens Conference (BEC). Finally, site visits and monitoring by MTCC Network Office staff provide another level of compliance assurance. Should a member be found in violation of prohibited service activities, a disciplinary system is used, whereby members receive a verbal and written warning for an infraction, and are exited from the program and become ineligible to receive their Education Award if they violate the regulations after receiving a written warning.

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MEASURABLE OUTPUTS & OUTCOMES.

Campus Corps members will be placed at community nonprofits, faith-based organizations, government agencies and high-needs schools to meet community-identified needs and generate site-specific resources through various direct service and capacity-building projects. These collaborative partnerships will be formalized using contractual agreements. Member's activities will include, but are not limited to: mentoring at-risk youth at public schools and after school programs, coordinating meaningful activities for seniors, planning and implementing fundraising projects and special events, developing new collaborative partnerships, recruiting and training volunteers and designing and distributing marketing materials. The outputs and outcomes will be evaluated using a Site Supervisor Survey instrument.

Campus Corps will help academic departments engage more students in service-learning to meet community needs. A significant part of this service-learning initiative will involve partnering with health science and education departments throughout Montana to recruit, train and support service-learning students who will complete an AmeriCorps term of service as part of their practicum, clinical or field experience. Faculty at these departments will work with MTCC network staff to identify high-needs K-12 schools, hospitals and clinics using a Service Site Needs Assessment tool. To emphasize to students their future profession's "meaningfulness" and to improve retention in the field, the program will work with academic departments to incorporate citizenship development, civic reflection, and AmeriCorps training into existing core curricula. The program will measure this outcome using a Member Development Survey, which members will complete at the end of their service.

Campus Corps members will recruit non-AmeriCorps volunteers to engage in meaningful service activities such as mentoring at-risk youth in public schools and after school programs, participating in

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special service projects and National Service Day events, and assisting Campus Corps members with specific projects at off-campus community partner sites. The program will use monthly and quarterly reporting instruments to track the number of volunteers and hours served. Volunteer Surveys will be used to evaluate the impact of community service initiatives.

SELF ASSESSMENT & IMPROVEMENT.

Campus Corps assesses performance measures quarterly using quantitative and qualitative reporting data and impact assessment tools. Assessment tools include: a Volunteer Survey, Member Development Survey, Program Evaluation, and a Site Supervisor Survey. Members submit quarterly reports on activities and performance outcomes to site supervisors and the Program Manager. The Program Manager reviews the data, assesses the content and accuracy of reporting, and develops best practices, great stories, and suggestions for improvement. Data are aggregated and evaluated using a Statistical Package for the Social Sciences (SPSS) statistics program. Quarterly, these data are sent to the Montana Office of Community Service. Data and great stories are distributed to Montana media outlets and are also used to generate a member blog, newsletter, and annual report. Additionally, campus and community partners complete an annual evaluation of the MTCC network office, rating the services received, making suggestions and offering ideas for improvement. These evaluations are considered in employee reviews, and all strategic planning discussions.

COMMUNITY INVOLVEMENT.

MTCC works with diverse constituents and community partners. The strategic focus and future direction of the Campus Corps program came from an annual Visioning Summit. At this gathering, stakeholders emphasized that Campus Corps is the only higher education AmeriCorps program in the state committed to engaging students in meeting community-identified needs via local service sites. While the visioners agreed that higher education should be a key player in meeting these needs, they

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concluded that sustainable change only occurs when both the campus and the community are engaged in finding real solutions to the most pressing problems. The Campus Corps program offers campuses and communities a mechanism for identifying and solving community issues as collaborative partners. Each year, MTCC distributes a Request for Proposals to communities throughout Montana. To be funded, a proposal must demonstrate a collaborative campus-community partnership that addresses a compelling need, clearly identifies campus and community supervisors and maps out a plan for member development, employs the use of a diverse group of volunteers, outlines potential strategies for sustaining the project, and meets all AmeriCorps program requirements. Each campus proposal must describe which community need(s) will be addressed, detail the specific tasks members will perform and show how it plans to meet needs in a measurable way. In essence, all Campus Corps projects emerge from a local community needs assessment, conducted by local citizens and stakeholders, in collaboration with a campus-based supervisor.

RELATIONSHIP TO OTHER NATIONAL & COMMUNITY SERVICE PROGRAMS.

The program will take full advantage of existing relationships with other national service programs, specifically those that focus on service-learning and student engagement. One such program in Montana is the Jobs for Montana's Graduates Foundation (JMGGF) AmeriCorps program, the Young Adult Service Corps (YASC), a statewide high school student service program. A formal collaboration will be established between Campus Corps and the YASC program in 2009, in an effort to encourage lifelong commitment to service and to support the citizenship development of members from both programs. Specifically, the programs will collaborate on a targeted recruitment campaign during National AmeriCorps Week, the goal of which will be to encourage YASC members who plan on attending college in Montana to continue their commitment to national service after graduation by pursuing a second AmeriCorps term as a Campus Corps member. As a recruitment event designed to encourage citizens to participate in national service, National AmeriCorps Week provides the ideal framework for

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collaboration between these two student engagement programs, offering college student Campus Corps members an opportunity to acknowledge and mentor younger national service members, while educating high school student YASC members about service opportunities available to them at Montana's institutions of higher education. Targeting the communities where both Campus Corps members and YASC members serve--Helena, Butte, Great Falls, Missoula, Billings--the recruitment campaign will include activities such as involving YASC members in a "service fair" event at a local college campus, hosting a service-specific training and information session that highlights the work of both programs, implementing an inter-program service project, or planning an awards and recognition ceremony at a local high school host site. In addition to this collaboration, Campus Corps will partner in a statewide "Meaning of Service" civic reflection initiative, involving all AmeriCorps State and VISTA programs in Montana.

POTENTIAL FOR REPLICATION.

The Campus Corps program model of engaging students in community service is intended to be replicated throughout Montana and the country, in Campus Compact organizations and beyond. The national Campus Compact network operates an email listserv and website, which offers a popular venue for sharing resources and best practices. These tools have offered the Campus Corps program an opportunity to propagate its successes throughout the country by way of other Campus Compact institutions, many of which host student service projects that are not affiliated with CNCS funding or AmeriCorps programming, but which benefit from the insight and accomplishments of MTCC's programs. MTCC has been approached by college student service organizations in other states, from Wyoming to Pennsylvania, who have expressed interest in replicating Campus Corps' hybrid approach to student engagement that incorporates extracurricular community service, work-study service and service-learning initiatives. Additionally, all of Campus Corps' program materials, such as its Request for Proposals, sample position descriptions and memoranda of understanding, site monitoring tools and

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stakeholder information resources are available for public download on the Montana Campus Compact website. The MTCC site is frequented by state and national web users, all of whom are encouraged to utilize and replicate the program's tools to engage more students and communities in meaningful service.

Member Outputs and Outcomes

MEMBER RECRUITMENT & RETENTION.

MTCC places a high priority on quality recruitment practices for the Campus Corps program. MTCC staff utilize the national MyAmeriCorps portal and eGrants recruitment toolkit to recruit for its full-time, nonstudent leader positions, ensuring a diverse pool of national applicants with varying backgrounds and experience. In 2007-2008, half of the Campus Corps Leaders were national recruits, with the other half being local community members or recent graduates of a Montana college or university. Campus-based supervisors and community partners recruit and select student members at the local level, based on each project's specific needs. Members are recruited through campus career services offices, disability inclusion offices, community networks, newspaper advertisements, bulletin boards, student organizations, campus email listservs, volunteer centers, classroom presentations and word of mouth. Campus Corps is a student leadership program and individuals who stand out among their peers as active leaders in the campus or community are often approached and asked to serve. This recruitment practice ensures that the applicant pool is local, and that local supervisors and community partners are able to recruit the most qualified, committed individuals. These members are more often already familiar with the needs of the communities which they would serve. MTCC follows a strict non-discrimination policy in all its Campus Corps recruitment efforts and encourages sites to recruit a diverse corps of members that adequately represents the diversity of Montana, including Native American students, nontraditional college students, and persons with disabilities. In the past three years of funding, 26.7% of members who participated in the Campus Corps program were Native American, compared to a Native American population of less than 7% in Montana (and 1% nationally).

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Additionally, 14.9% of recruited members in 2006-2008 were Baby Boomers. Special efforts are made to ensure a diverse corps, including targeted recruitment efforts such as outreach to Disability Student Services at the University of Montana and Blackfeet Community College, the Retention Office at Fort Belknap College, and similar offices on other campuses. The only program-wide hiring criteria set by the MTCC office are that the member must be a U.S. citizen or Legal Permanent Resident, must be 18 or older, and must pass a criminal background check prior to being enrolled. Members are selected based on their ability to meet the position criteria set by individual campus and community sites, and their performance in an interview with the campus- and community-based supervisors. Preference in hiring is afforded to those with AmeriCorps, community service and leadership backgrounds.

Campus Corps recognizes members with a variety of activities throughout the program year. Member work is highlighted in the quarterly newsletter and blog. Outstanding service and timely reporting warrants praise and, on occasion, a certificate of appreciation. Additionally, supervisors are encouraged to nominate members for recognition and awards at statewide training events. In past years, awards have been granted to exemplary Team Leaders, members who embody AmeriCorps core citizenship values, students who have been creative in integrating service into their education or career training, and service teams that have implemented outstanding community service projects. Each member participates in a formal swearing-in ceremony at the Building Engaged Citizens (BEC) event in the fall and each member is recognized for their commitment and honored for their achievements at the Spring Summit event in April. The program promotes an esprit de corps with members via team-building sessions at each training, outreach to Team Leaders, and on-going communication between campus, community, and MTCC stakeholders. As a statewide program, Campus Corps is most interested in student members knowing that they are part of their own campus team and community. As such, the program requires that local teams meet biweekly, that Team Leaders and supervisors meet weekly one-on-one, and that campuses host annual recognition events to highlight exemplary local member service.

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Campus Corps promotes a variety of activities to ensure that members remain connected to the program and their service commitment. These activities include: at minimum, two site visits from the MTCC Network Office staff per year; ongoing email communications from both the network office and local campus program staff; monthly Team Leader conference calls; a member resource blog that is maintained by members and leaders; and a quarterly newsletter, highlighting the work of members throughout the state.

MEMBER DEVELOPMENT, TRAINING & SUPERVISION.

The cornerstone of MTCC's commitment to supporting and developing its Campus Corps members is the innovative and effective training plan it designs and implements. All MTCC training events leverage local, state, regional, and national resources and utilize professional trainers and educators, taking advantage of the resources of higher education and Montana's national service community to ensure that trainings are high-quality and outcome-based. Campus Corps teams may participate in as many as six statewide training events throughout the year. These training events are tailored to meet individual needs, and train members to become effective leaders in their communities and on their campuses. These training events include Pre-Service and On-Site Orientations, the Building Engaged Citizens (BEC) Conference in the fall, the Spring Summit in April, three Team Leader retreats throughout the year and a Train-the-Trainer event, hosted in collaboration with the MTCC VISTA project. Since all members must complete a Pre-Service Orientation prior to enrollment, BEC is the in-service member training for Campus Corps Service Teams, with an emphasis on development of skills and knowledge related to members' individual service commitments and site placements. In an effort to start members off on the right foot and ensure full-term commitment to the program, BEC offers skills-specific trainings, such as Time Management, Goal Setting, Leadership Development and Team-Building, all of which are led by professional facilitators. In addition, members are separated into service "tracks" at BEC, where they can network with members participating in similar projects throughout the state and

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gain knowledge of specific aspects of their service, such as Service-Learning 101, Non-Profit Culture, Volunteer Recruitment and Management, Engaging the Campus Community, and Service Project Planning.

While the BEC is focused on looking forward and developing a plan for a members' year of service, the Spring Summit is an opportunity to reflect on successes and challenges, share best practices, and prepare for life after AmeriCorps. As a largely peer-led training event, the Spring Summit provides a unique opportunity for Campus Corps Service Teams to learn from their peers about student civic engagement initiatives across the state and to begin thinking about next steps following their year of service. In addition to providing an opportunity for members to gain experience presenting in a conference setting, the Spring Summit incorporates staff-led "life after AmeriCorps" trainings, such as informational sessions related to Accessing the AmeriCorps Education Award, Serving and Learning: Furthering Your Personal Development Goals through Higher Education, Pursuing a Career in the Common Good, Exploring Options for Continuing Service, and Translating Your Service Experience Into Job-Speak. The Spring Summit culminates in a formal recognition ceremony, at which members and teams from across the state are recognized for outstanding service efforts.

As a large, statewide program with nearly 700 participants who serve in varying capacities as full-time or part-time AmeriCorps members in both curricular and extracurricular service settings, Campus Corps supports and encourages local, discipline-tailored training and recognition initiatives. In the past, the large number of Service-Learning Members participating in the Community Partners AmeriCorps program, and the fact that the program worked with a modest member support budget, limited the opportunities for members to participate in statewide training events. Because traveling across Montana to attend a statewide training event is not always feasible for many members, MTCC provides campuses with funds and training resources to assist with implementing local events. Based

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on best practices learned from the Campus Compact network, and the successful Colorado-based UCAN Serve AmeriCorps program, the program will allot \$5,000 in the budget to support grassroots member training efforts, including citizenship development, civic reflection and recognition activities. These dollars will be broken into 10 awards of up to \$500 each, for which campuses may apply and be awarded, based on criteria set by the MTCC Network Office. In an effort to further engage Campus Corps Service-Learning Members in the program's member development efforts, \$5,000 will be allotted in the budget to support individual members in the pursuit of career-related training, as it ties directly to their service experience. Twenty of these Careers in the Common Good Training Scholarships will be available for any Service-Learning Member to apply for--up to \$250, to cover the costs of conference registration and travel associated with attending a professional development training opportunity that develops members skills to be effective in their service, helps establish support network in the field early on, and develops interest in "common good" careers, such as teaching, nursing and social work.

Member supervision will be a shared responsibility of local campus-based and community supervisors, with the assistance and oversight of the following individuals at the MTCC Network Office: the Campus Corps Program Manager, who works directly with members and supervisors, ensuring compliance with program objectives and guidelines; the Network Services Director, who collaborates with campus departments and administration to ensure local program oversight and proper member supervision; and a Program Assistant, who manages member files and records, serving as a point of contact for member and supervisor paperwork inquiries, and ensuring proper time-keeping practices. A Network Team Leader housed in the MTCC Network Office serves as an advocate and program liaison for all members, helping to keep them connected to the larger program, as well as their local commitments. Campus Corps members typically have five layers of support: other team members, a campus-based supervisor, a community site supervisor, a Network Team Leader, and all MTCC staff. MTCC has assembled a team of professionals to implement member development strategies that ensure program

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participants have positive service experiences from the outset of their term of service and that members remain committed to their service sites. Successful member development relies on consistent communication between the campus and community supervisors, monthly team meetings, twice-annual site visits from MTCC staff, and timely reporting of progress and project impact.

ETHIC OF SERVICE & CIVIC RESPONSIBILITY.

Central to the Campus Corps program mission is an objective to engage college students in meaningful and productive community service projects that help them realize their civic responsibilities. When a member graduates from the program, they leave with greater civic skills, enhanced civic awareness, more knowledge about local, state, national and world affairs, and an increased awareness of their own call to citizenship. One of the distinguishing characteristics of the Campus Corps program is encouraging students to pursue careers in the common good. Whether it is through formal training, such as the "Pursuing a Career in the Common Good" and "Exploring Options for Continuing Service" sessions at the Spring Summit or by providing Careers in the Common Good Training Scholarships, the program promotes life-long service by encouraging its members to pursue service-focused educational, social and vocational opportunities upon completion of their term of service.

MTCC believes that AmeriCorps members require citizenship development to assist them with their commitment to becoming more active and engaged citizens. The Visioning Summit helps to underscore the fact that college students, even those entering common good careers, such as teaching and nursing, often lack any kind of formal training in citizenship competencies. The Campus Corps program offers students, faculty and departments a unique opportunity to infuse citizenship into higher education. According to an exit survey conducted in 2007-2008, 82% of graduating members reported that they developed skills and abilities necessary to meet community needs during their term of service. Furthermore, the program incorporates citizenship development curricula into more academic

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disciplines and increases the number of service-learners on Montana's college campuses. The Campus Corps program proposes two distinct performance measures related to participant development--the Member Citizenship Development measure and the Service-Learning Initiatives measure. The Member Citizenship Development measure will assess change in members' civic engagement skills, knowledge and attitudes. The Service-Learning Initiatives measure will assess the effect of AmeriCorps service on members' commitment to lifelong service via their intended profession. At the beginning of their term of service, members complete a Member Development Plan, indicating specific personal, professional and citizenship goals to be accomplished during their term of service. Members then submit a quarterly citizenship narrative, describing their progress toward meeting their Member Development Plan goals. At the end of their term of service, members submit a Member Development Survey, which evaluates the impact of the program's citizenship development and service-learning initiatives. During the 2009-2010 program year, 90% of graduating members will report that they developed skills and abilities necessary to meet community needs, as part of the Member Citizenship Development performance measure. In addition, 75% will respond that, as a result of their AmeriCorps service, they believe that every citizen has a responsibility to serve the community. As part of the Service-Learning Initiatives performance measure, 90% of Service-Learning Members will indicate that, as a result of their AmeriCorps service, they are now more committed to lifelong service via their intended profession.

ENROLLMENT & RETENTION.

MTCC ensures compliance with the enrollment and retention standards put forth by CNCS.

Historically, the Campus Corps program has had great success in filling member positions, with 100% enrollment in the 2007-2008 program year (up from 94% in 2006-2007). In the past, retention has been a challenge for the Campus Corps program, due in part to the somewhat transient nature of the college student demographic. Nationally, according to Alan Seidman's 2005 "College Student Retention: Formula for Student Success," over one third of college students leave school without degrees after 6

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years, and only half of those who pursue a Bachelor's degree reach that goal. Compared to national student retention trends, Campus Corps offers some hope that a civic engagement curriculum adds value to the educational process. Despite the fact that the program has struggled with CNCS benchmarks, retention has improved in recent years (66% in 2006-2007 to 74% in 2007-2008), as the program has adopted a more holistic approach to orientation and member development, which focuses on issues such as stress relief, time management, and individual goal setting. The addition of more service-learning positions to Campus Corps in 2009 has the potential to increase retention rates, since members receive additional support and oversight through their academic departments as they complete their terms of service. This added support system will help to improve overall retention for the Campus Corps program.

A particular challenge has been retaining members whose service commitment carries over into the summer months, when school is not in session, and many students choose either to secure full-time employment or return home to another part of the state or country. Since the program is essentially an academic year program, strategies will be put in place to ensure members are able to complete their service commitments within 9 months, instead of carrying over into the summer months. Additionally, the program piloted several "summer-only" positions during the 2007-2008 program year, which yielded favorable results, with 100% retention. These summer positions will become part of the Campus Corps program model in the next funding cycle, allowing service teams throughout the state to continue meeting community needs during the summer months. In the 2009 program year, the program will implement a new service term structure, with options for academic year, calendar year, or summer-only terms of service. Based on similar models employed by regional and national AmeriCorps projects that follow a seasonal program schedule, this strategy will help to establish manageable service commitments for students, whose first priority is their studies, giving supervisors and program staff a more specific timeline to operate under.

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FEDERAL WORK STUDY.

According to Campus Compact's president Maureen Curley, a growing national trend in higher education is to place students in combination community service work-study/AmeriCorps positions. Many other state Campus Compacts, such as Washington and Colorado, are now using the AmeriCorps work-study model. In the past, the Campus Corps program has successfully leveraged work-study dollars for eligible members whose work-study service was community-focused and could be appropriately tied to Campus Corps performance measures. This has been especially successful at Montana Tech and Montana State University, where the majority of Campus Corps members have been work-study awardees. This practice has not only been cost-effective for the program, but it affords Montana's college campuses an opportunity to exceed the current legislative requirement, which requires colleges to spend at least 7% of allocated Federal Work-Study funds on community service initiatives. In the 2009 program year, the program will recruit 30 300-hour Work-Study Campus Corps AmeriCorps members. These work-study members will be recruited as participants in Campus Corps Service Teams and they will work with nonprofits and schools as volunteer coordinators and mentors. As an added incentive to pursue community-based Work-Study placements, these members will also be eligible to receive Education Awards upon successful completion of their 300 hours of service.

Community Outputs and Outcomes

COMMUNITY IMPACT.

Campus Corps performance measures are designed to meet needs that are collaboratively identified by campus-based staff and their community-based partners and proposed to MTCC annually. By relying on an annual community needs assessment, MTCC ensures that Campus Corps program activities and, subsequently, performance measures, are relevant, timely and directly related to compelling community needs. In past years, Campus Corps AmeriCorps members have: improved low-income access to housing; collected thousands of pounds of food to stock Montana's food banks; mentored hundreds of

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at-risk youth; cleaned river and stream banks and beautified natural environments; organized intergenerational mentoring for incarcerated youth; started retention programs for American Indian students in higher education; provided emergency assistance for homebound seniors; organized peer mentoring partnerships for students with disabilities; provided safe harbor for victims of domestic violence; expanded awareness and prevention education for tribal members suffering from diabetes; educated community members about HIV/AIDS prevention; taught language classes for Hispanic farm workers; and numerous other projects in more than 50 communities in urban, rural and tribal areas. In the past two years of funding, the program has shown progress toward meeting its three-year performance measure goals, including: recruiting 6,635 volunteers who have served 52,573 hours and exceeding desired volunteer development outcomes by nearly 20%; and increasing organizational resources at 95% of community partner sites, exceeding the target 90%. In the last full three-year funding cycle (2002-2005), 75% of the program's desired results for measures were met or exceeded. MTCC continually seeks out new opportunities to increase the reach and impact of higher education in Montana's communities. The Campus Corps program activities outlined in this proposal are the product of multi-site collaboration, taking into account the strategic focus areas identified at the Visioning Summit and current, compelling community needs that have arisen from annual community needs assessments. The joining together of Campus Corps with the Community Partners AmeriCorps program will be an important step in the evolution of the Campus Corps program, combining the growth and cost-effectiveness of the Community Partners service-learning model with the long-term success and brand image of the Campus Corps program. The resulting program's greatest strengths are its ability to recruit and mobilize large numbers of student volunteers, its emphasis on service-learning and work-study as impactful community service activities that are core parts of the "spectrum of service," and its commitment to formalizing campus-community partnerships in an effort to strengthen Montana's schools, health care agencies, and non-profit organizations. MTCC has identified the following focus areas for its proposed Campus Corps performance measures, which align with the

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program activities indicated above: a primary service focus of Collaborative Partnerships as a Needs and Services Activity; a secondary focus on Participant Development, with measures for both Member Citizenship Development and Service-Learning Initiatives; and, Volunteer Generation as an activity under the Strengthening Communities focus area.

In response to the community-identified need to increase resources and build capacity in Montana's nonprofits, Campus Corps members will perform both indirect services, in the form of volunteer coordination, capacity-building and resource development, and direct services to clients at sites throughout Montana, including: Big Brothers Big Sisters of Yellowstone County, Discover Zone, Habitat for Humanity, Eagle Mount, and St. John's Lutheran Ministries in Billings; Boys & Girls Club of the Bears Paw in Box Elder; America Reads / America Counts, MSU's Office for Community Involvement, Hopa Mountain Native Science Field Center, Gallatin Valley Food Bank, United Way and Bridger Clinic in Bozeman; Nizi Puh Wah Sin School, Methamphetamine Task Force, BCC Student Services Peer Mentoring and Disability Projects in Browning; Clark Fork Watershed Education Program, Legion Oasis Community Center, Northern Rockies Outdoor Center, TRiO Programs / Upward Bound, Reintegrating Youthful Offenders and Arcadia Health in Butte; FBC Library and Fort Belknap Community Head Start in Harlem; Boys & Girls Club of the Hi-Line and Human Resource Development Council (HRDC) Food Bank and Mentoring Project in Havre; Big Brothers Big Sisters and Student Advocates for Valuing the Environment (S.A.V.E.) Foundation in Helena; Hopa Mountain Youth Leadership Programs and Livingston Food Bank in Livingston; Lakeside Reading Buddies, FVCC Recycling Program, NW Montana United Way, Citizens For a Better Flathead (Waste Not Project), and Habitat For Humanity in Kalispell and the Flathead Valley; Flagship Program, Missoula County Public Schools, Office for Civic Engagement, Watershed Education Network, SpectrUM Discovery Area, YMCA After School programs, Missoula Children's Theater, YWCA / Girls Using Their Strengths (GUTS!), Missoula AIDS Council, and Ronald McDonald House in Missoula; Two Eagle River School, Youth Empowerment Project (YEP),

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SAFE Harbor domestic violence shelter, Boys & Girls Club of the Flathead Reservation and Lake Counties, and the Flathead Reservation HIV/AIDS Task Force in Pablo and Ronan; the FPCC Wellness Center in Poplar; Whitefish CARE mentoring project in Whitefish; and the FPCC Wellness Center in Wolf Point.

In response to the community-identified need to engage more students in service-learning initiatives, MTCC will partner with 30 academic departments to engage 566 students in service-learning objectives that meet community needs in local service sites throughout Montana. Some of these service sites include: K-12 public schools and early childhood education centers in Anaconda, Billings, Bozeman, Butte, Columbia Falls, Glendive, Great Falls, Hamilton, Helena, Kalispell, Missoula, Potomac, Seeley Lake, Troy and Wolf Point; hospitals, clinics and non-profit health care sites in Billings, Bozeman, Dillon, Great Falls, Greenough, Hamilton, Havre, Helena, Livingston, Miles City, Pablo, Superior, Warm Springs and Whitefish; and other nonprofit, faith-based or government agencies throughout the state, such as the Fort Peck Office of Environmental Protection, Tribal Planning and Agricultural Departments, Blackfeet Language Project at the University of Montana Linguistics Lab, the Ravalli County Sheriff's Office, the Gros Ventre Tribal Center, Missoula Children's Theater, Gallatin County Jail, Volunteer Income Tax Assistance (VITA) program, and the Circle K of Butte, to name a few.

To specifically address the shortage of quality educators and health care professionals in Montana's neediest communities, MTCC will partner with health science and education departments to recruit, train and support service-learning students who will complete an AmeriCorps term of service as part of their practicum, clinical or field experience. Campus-based supervisors will identify high-needs K-12 schools, hospitals, clinics and other non-profit healthcare facilities, using a Service Site Needs Assessment tool. The target for student teachers will be that 90% of the local service site placements will be considered high needs, based on criteria such as rural isolation, high percentage of students receiving

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free and reduced price meals, high percentage of special-needs students, and low student performance in core areas, such as reading, math and science. The target for student nurses and health science placements will be that 75% of the local service sites will be considered high needs, based on designation as a Medically Underserved Area (MUA), Medically Underserved Population (MUP) or Health Professional Shortage Area (HPSA). Campus Corps Service-Learning Members will submit a Member Development Survey at the end of their service, with a target outcome of 90% of students indicating that, as a result of their AmeriCorps service, they are now more committed to lifelong service within their intended profession.

SUSTAINABILITY.

MTCC's goal is to ensure that every Campus Corps project is sustainable. If needs persist after members complete a one or two-year term of service, MTCC works to develop individualized sustainability plans with sites, so that efforts can continue after federal funding ceases. Project sites sustain the work of Campus Corps members through a variety of methods, including leveraging work-study students, embedding service and citizenship into core curricula, hiring new staff, recruiting additional volunteers, fundraising, establishing advisory boards, and creating student advocacy groups. Driven by Campus Compact's mission, all of MTCC's programmatic efforts encourage local innovation and ownership of community projects beyond the reach and scope of its currently-funded national service programs. By exposing more faculty to service-learning pedagogy, changing campus perspectives about the role of Federal Work-Study, and enhancing the community focus of existing professional education programs, the Campus Corps program promotes sustainable practices. Were Campus Corps to not receive federal funding, much of the proposed work could be sustained by work-study students, service-learners and volunteers, but not at anywhere approaching the quantity nor with the same degree of impact and citizenship development as is possible. In terms of financial sustainability, Campus Corps receives funding, in-kind and cash, from the following non-federal sources: 19 campus sites; fee-for-service; cost-

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match from community organizations; the program's host campus, The University of Montana; and MTCC. MTCC requires the annual financial commitment of its member institutions, in the form of annual affiliation dues. Additionally, each participating campus provides a 20% cash match of a member's living allowance, a 40% match of a supervisor's time and effort, and a \$500 to \$800 per campus in-kind match of supplies and operating costs. Host campuses are also responsible for providing a \$150 cash match for each Service Team Member and a \$500 cash match for each Campus Corps Leader. This financial commitment urges each campus and community to develop sustainability strategies to continue the work after the member completes his or her term of service.

VOLUNTEER RECRUITMENT & SUPPORT.

Montana's college and university campuses are in a strategic position to provide much-needed human resources to communities. In direct response to Montana's need for well-supported, well-trained volunteers, the Campus Corps program offers a community-driven framework for recruiting and placing a diverse group of volunteers, by linking students and community members to existing campus-community partnerships. As with member recruitment, the program emphasizes the need to recruit volunteers that represent the diversity of Montana's population, including Native Americans, persons with disabilities, seniors and baby boomers, and youth volunteers. Campus Corps members will enlist the help of volunteers in off-campus service activities, such as Habitat for Humanity home-building projects, local food bank canned-food drives, America Reads/America Counts academic mentoring initiatives, community blood drives and health fairs, etc. In addition, Campus Corps members will engage the campus and community in a number of National Service Days throughout the year, which provide excellent opportunities for mobilizing additional volunteers. In particular, the Campus Corps program recognizes and celebrates Make a Difference Day in October, Martin Luther King, Jr., Day in January, Global Youth Service Day in April and National AmeriCorps Week in May, all of which involve significant volunteer outreach and engagement.

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In response to the community-identified need to mobilize more college student volunteers, Campus Corps members will recruit 3,000 non-AmeriCorps volunteers in the 2009-2010 program year, who will spend 30,000 hours engaging in meaningful extracurricular service activities, such as mentoring at-risk youth in public schools and after school programs, participating in special service projects and National Service Day events, and assisting Campus Corps members with specific projects at off-campus community partner sites. During the 2007-2008 program year, 98% of volunteers who completed a Volunteer Survey reported that the service project was worthwhile and 94% reported that their contribution was effective at meeting community needs. In 2009-2010, the program will measure the impact of volunteer outreach initiatives, with a target outcome of 90% of volunteers reporting that, as a result of their service experience, they will continue to volunteer in the future.

CAPACITY BUILDING & COLLABORATIVE PARTNERSHIPS.

MTCC believes that initiating and formalizing campus-community partnerships is the most strategic, cost-effective and sustainable method for higher education to address community-identified needs. In identifying collaborative partnerships as a strategic focus area for the next three years, participants at the Visioning Summit recognized that Campus Corps is the only direct service program in Montana that generates formalized partnerships and can effectively measure how college students build capacity in a community-based organization. The proposed Collaborative Partnerships performance measure will evaluate the impact of the collaborative relationships between community partners (local non-profits, faith-based organizations, government agencies, and high-needs schools) and Montana's colleges and universities. Members will be placed at community partner sites to help increase organizational resources and build capacity to provide more effective and efficient services that meet community needs.

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These collaborative partnerships will be formalized using contractual agreements with a target output of 300 community partnerships during the 2009 program year. Member's activities may include, but are not limited to: mentoring at-risk youth at public schools and after school programs, coordinating meaningful activities for seniors, planning and implementing fundraising projects and special events, developing new collaborative partnerships, recruiting and training volunteers, designing and distributing marketing materials, etc. Impact will be evaluated using a Site Supervisor Survey, which community-based site supervisors will submit at the end of the year. In terms of target outcomes, a prospective 75% of community partners will report an increase in organizational resources --e.g., new volunteers and partnerships-- as a result of members' service, with 90% reporting that the Campus Corps member helped build the organization's capacity to meet community needs.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE.

The Montana Campus Compact (MTCC) is the only Montana higher education consortium committed to civic engagement, and it comprises most of the public, private, two- and four-year, religious, urban, rural, tribal, and community colleges and universities in the state. Each of the 19 partner campuses supports the work of MTCC through in-kind and cash contributions and the time of committed faculty, staff, and administrators. This statewide effort is coordinated at a network office which is headquartered at The University of Montana--Missoula (UM). UM has a special relationship with MTCC in that UM serves as the host site for the MTCC Network Office. As host, UM provides in-kind services to MTCC such as technical assistance, fiscal management, internal auditing, professional development, accounting, training, financial and intellectual resources, and facilities. In addition, UM serves as MTCC's fiscal agent for all grants and contracts. MTCC is one of 34 state affiliates of the national Campus Compact, an organization that includes more than 1,200 partner campuses committed to fostering and sustaining campus-community partnerships through community service, service-learning, and other civic engagement activities. Campus Compact has a strong national and international reach to

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leverage the resources of higher education for quality national and community service outcomes.

ABILITY TO PROVIDE SOUND PROGRAMMATIC & FISCAL OVERSIGHT.

MTCC has received and managed federal grants for more than 15 years--including AmeriCorps funding. These federal sources of funding add tremendous value to MTCC's service mission and constituencies by connecting, in real ways, the service charge of higher education with the member development and education components of AmeriCorps. Since its founding in 1993, MTCC has provided effective stewardship and administration of more than \$7 million in federal and private grants, education stipends, scholarships, and fellowships that have supported more than 2,300 different community service projects and activities across the state of Montana. Through its various programs, MTCC has provided training, programming, and professional development to more than 25,000 college students, faculty members, staff, administrators, and community volunteers. Some of these programs include:

- MTCC*VISTA Project: Since 2000, MTCC has supported more than 115 VISTAs who have mobilized campuses and communities to address the root causes of poverty. Specifically, MTCC VISTA members are placed semi-annually at sites throughout the state to focus their service efforts on hunger, homelessness, youth academic performance, and disaster preparedness.
- Community Partners Program: MTCC's Community Partners program began in 2001, with support from Washington Campus Compact's Students In Service Program. In 2006, MTCC began receiving formula funding through the Montana Governor's Office of Community Service, which currently funds the program. This Education Award program affords community agencies the services of trained student AmeriCorps members for short-term, service-learning projects. In 2009, this service-learning initiative will become part of the proposed Campus Corps program.
- Raise Your Voice Campaign: From 2002 to 2007, this student civic engagement campaign trained college student governments to expand service and civic engagement at Montana's college and university campuses. Raise Your Voice convened students to discuss, plan, and implement local and statewide civic

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engagement projects that were both educative and impactful.

-Faculty & Student Fellows Program: From 1997 to 2004, MTCC successfully administered this program which was funded by Learn and Serve America. MTCC trained, supported, and engaged faculty and students in academic service-learning projects.

-Community Service Scholarships: Since 2001, MTCC, in partnerships with Western States Insurance Agency, has offered three scholarships annually to recognize student commitment and civic responsibility.

-Montana Athletes in Service Award--Since 2000, this annual award program honors civic-minded college student-athletes for their contributions to their communities.

-Jimmy & Rosalynn Carter Partnership Award for Campus-Community Collaboration: In 2004, MTCC launched this prestigious award in Montana to honor campus and community partnerships.

MTCC has extensive experience with many service activities, including the activities proposed in this document--volunteer generation, service-learning initiatives, and collaborative partnerships. For more than a decade and a half, MTCC has been a leader in the state of Montana regarding volunteer recruitment and support. Each year, MTCC recruits, trains, and develops high quality, committed volunteers that serve hundreds of organizations and community needs. MTCC, as a higher education consortium, is committed to quality education. Service-learning is a tried and true pedagogy that benefits students, faculty, and communities. MTCC's commitment to service-learning advocacy is second to none in the state and region. MTCC has built, sustained, and advocated for collaborative partnerships throughout its history, working to bridge the perceived gap between higher education institutions and the communities in which they reside. Additionally, MTCC has trained and placed faculty across Montana, and the positive effects of their work as peer mentors persists today.

MTCC's mission is strongly supported by the commitment and resources of 19 partner campuses and

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their faculty, students, and staff. Additionally, MTCC maintains solid, long-term strategic partnerships with the CNCS, the Montana Governor's Commission on Community Service, the Montana Office of Public Instruction, Montana Nonprofit Association, Montana Department of Health and Human Services, the Montana Human Rights Network, the Montana University System, Montana Student Assistance Foundation, Humanities Montana, Leadership Montana, Montana Department of Fish, Wildlife, and Parks, the Llewellyn Foundation, and Western States Insurance Agency. MTCC also maintains good working relationships with all AmeriCorps, Senior Corps, and VISTA programs throughout the state including: Montana Literacy Support Corps, Montana Making \$ense, Jobs for Montana's Graduates Foundation AmeriCorps, Montana Conservation Corps, Prevention Resource Center, Missoula Aging Services, and Montana Legal Services. MTCC maintains strict and diligent fiscal management of its federally-funded grants and programs. Thorough, multi-tiered monitoring systems ensure that MTCC manages its grants in a fiscally sound, transparent, and accountable manner. In addition to strict grants management by MTCC's Program Managers, Operations Manager, and Executive Director, all MTCC grants are subject to oversight and audit by UM's Office of Research and Sponsored Programs (ORSP). This office employs certified public accountants and assigns a team of its staff to manage and oversee MTCC's grants, including Campus Corps. UM policy requires that all MTCC fiscal procedures undergo regular systematic monitoring by internal audit.

MULTI-SITE PROGRAM & STATEWIDE INITIATIVE MODEL.

MTCC has tremendous capacity to manage and monitor a large statewide, multi-site program. First, MTCC itself is an organization composed of 19 institutions and their community partners throughout the state. Second, MTCC has excellent communication systems in place to provide sound management and oversight including monthly conference calls, regular email and print correspondence, and frequent face-to-face site visits to all project sites and their personnel. Third, MTCC's Network office employs a dedicated group of professionals with the skills and commitment to provide quality programming and

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extensive statewide community impact.

MTCC is a strong network of campuses and community partners that share a common vision-- 1) educating active, informed, and engaged citizens; and 2) building and sustaining healthy communities. The MTCC Network Office regularly convenes a programmatic advisory committee composed of student affairs and academic affairs professionals from each of its partner campuses. Meetings include community partners from the nonprofit sector and government agencies collaborating with a particular college or university to address a community need. The advisory committee determines program direction, outlines program procedures, evaluates program outcomes, advises program staff on future directions, and maintains a statewide program focus. Ongoing communication among the MTCC network is fostered via monthly conference calls, and semi-annual in-person meetings. Additionally, MTCC publishes a member institution handbook which it distributes to all its stakeholders, initiating dialogue on pertinent issues, and promoting cross-state peer networks.

Campus Corps project sites are designed, proposed, and implemented via campus-community partnerships throughout the state of Montana. Successful project proposals demonstrate a strong campus-community partnership that addresses a genuine community need, identifies campus and community supervisors, promotes the use of volunteers, has sound strategies for sustaining the project, and outlines the ability of the site to communicate all AmeriCorps and Campus Corps requirements. Each project site proposal must describe how Campus Corps members will be utilized, their work plan, timeline for project goals, and their relationships with campus and community partners. The proposed projects must be linked to the overall performance measures. Proposals are submitted to the MTCC Network Office, where a community and staff panel reviews and selects the strongest applications. Successful applicants receive a sub award grant, the terms of which outline the details of the expenditure process. Quarterly, each site is required to submit an expenditure report that is verified by a financial official at their local campus. These reports are received, reviewed and approved at the MTCC

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headquarters office by MTCC Network Office staff. The approved reports are then processed and paid by a fiscal officer at UM ORSP. If questions arise, the multi-tiered system is retraced to find answers. Project site supervisors are oriented to this process every fall at the Supervisor Orientation. At this orientation, program performance measures are explicitly explained to all supervisors and members. Team Leaders ensure that Campus Corps members and supervisors discuss the AmeriCorps mission as well as their goals for the program year. Team Leaders and support staff help link each project to the overall performance measures, and performance measures are included in the members' handbooks. Additionally, the Program Manager conducts site visits with each project twice per year. Site visits include a discussion regarding the overall goals, progress towards the objectives, compliance with the AmeriCorps provisions and rules and technical assistance and training needs.

BOARD OF DIRECTORS, ADMINISTRATORS & STAFF.

MTCC is governed by its Board of Directors, which is composed of 19 college and university presidents who join as affiliates of MTCC. These directors hold regular meetings, provide vision for the large, statewide consortium, and are responsible for the hiring and evaluation of MTCC's Executive Director. The Chairman of the MTCC Board of Directors is Dr. George Dennison, president of The University of Montana. Dr. Dennison provides sustained leadership and support to MTCC efforts. He heads an Executive Committee of the Board which includes: Dr. Jane Karas, President of Flathead Valley Community College; Dr. Joseph McDonald, President of Salish Kootenai College; Dr. Ronald Sexton, Chancellor of Montana State University-Billings; and Dr. Tom Trebon, President of Carroll College. Each board member pays annual affiliation dues to help sustain MTCC operations. Additionally, board members commit their institutions to fulfill their civic missions to serve their local, statewide, national, and global constituencies. To that end, each board member encourages and supports community service, service-learning, and the creation of genuine campus-community partnerships on their campuses. MTCC program support and management comes from a statewide network of professionals

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that includes staff and faculty of the partner campuses, staff at community partner organizations, and a Network Office staff working from a central office located on the UM campus. The current Network staff includes an Executive Director, an Operations Manager, Network Services Director, two Program Managers, a VISTA Leader, and a Campus Corps Leader. MTCC commits the time of many professionals across the state and the time of at least four full-time employees to the success of its Campus Corps Program--a Program Manager, the Network Services Director, the Operations Manager, and the Executive Director.

Eric Cardella, Campus Corps Program Manager, directs and coordinates all issues related to the program. Mr. Cardella has held this full-time position since February 2008. He has a strong background in National Service, program management, training facilitation, and a good understanding of the Montana community service landscape. Mr. Cardella has experience working in higher education and with community-based nonprofits such as the Boys & Girls Club. His experience directing youth development programs and his AmeriCorps service give Mr. Cardella the experience and skills necessary for successful program management.

Josh Vanek, MTCC Network Services Director, provides support to each of the MTCC partner campuses and their community partners. Mr. Vanek has served MTCC in several roles during his eight year tenure, beginning in 2000. He began as MTCC's first VISTA Leader and helped support the projects of eight fellow VISTA members. For 5 years, Mr. Vanek served as MTCC VISTA Program Manager. In this capacity he managed the growth and administration of a large statewide program, including site and partnership development, training and fundraising. Currently, as Network Services Director, Mr. Vanek manages MTCC's Community Partners program and supports all programmatic needs of the MTCC network. He also works to strengthen and expand the reach of the Campus Corps and MTCC VISTA programs.

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Gini Aten Erving, MTCC Operations Manager, provides fiscal management of grants and contracts. Ms. Aten Erving has served MTCC since February 2005, for two years as an administrative associate and for the past 1.5 years as its Operations Manager. She provides technical, fiscal, and administrative support to the Campus Corps program. Ms. Aten Erving creates and maintains budgets, manages expenditures and drafts reports, creates publications; maintains an extensive program database, supervises student staff; and provides website management. Ms. Aten Erving has extensive experience working with college students stemming from her time serving as a study abroad advisor. Also, she has worked as a bookkeeper and lead development person for a large private school.

Dean McGovern, MTCC Executive Director, provides outreach for all MTCC initiatives and programs including the Campus Corps. Dr. McGovern has worked for MTCC since 1999. He holds a doctoral degree in Higher Education Administration and a master's degree in Public Health Administration. Dr. McGovern presents, publishes, and provides workshops both nationally and internationally on topics including civic engagement, service-learning, and community capacity-building. He maintains strategic partnerships that support MTCC programs and serves on the Cross-Stream Training Partnership which designs and implements a national service training calendar for the state of Montana. Dr. McGovern generates support for Campus Corps through advocacy efforts with the Montana legislature, community leaders, corporations, and other national service programs. His time is MTCC-funded and donated as financial match to support the Campus Corps Program.

The addition of a full-time Program Assistant in 2009 will enhance MTCC's capacity to manage the increased administrative load that will result from the significant growth proposed for the Campus Corps program. The Program Assistant's primary duties will involve member file management, record keeping, and paperwork compliance.

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PLAN FOR SELF ASSESSMENT OR IMPROVEMENT.

MTCC relies on solid, well-developed program evaluation systems to assess its programs. All program participants and supervisors are regularly required to report about their projects' progress towards established goals and objectives. Organizationally, MTCC provides services, programs, and new initiatives based on a strategic plan, which is re-evaluated every five years. Internally, all MTCC staff members complete a self-assessment and are subject to a yearly performance review. This review includes information gathered from the entire MTCC network, including partner campus staff, network office staff, and individuals from community-partnering sites. Each network office staff member participates in a bi-weekly staff meeting. Additionally, MTCC staff members are required to submit program and professional goals every 6 months. These goals are agreed upon by each staff person and his or her supervisor in accordance with the MTCC strategic plan. MTCC regularly hires independent evaluators to conduct thorough evaluations of its programs, including Campus Corps. In the past, evaluations have indicated that one of the strongest assets of the program is its ability to be flexible and to adapt to specific local community needs. Stakeholders agree that Campus Corps offers real leadership opportunities for students. Evaluations have also revealed areas needing improvement, such as utilizing Team Leaders more strategically, improving strategies for working with tribal communities, and creating stronger campus infrastructure for community service. Based on these and other assessments, MTCC has developed strategies to address these concerns, including annual Network Meetings with community service directors, better training opportunities for Team Leaders, and more extensive outreach to Montana's tribal colleges and their students, faculty and staff.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE.

The MTCC network office staff distributes timely information, best practices, and assistance in building and sustaining successful campus-community partnerships, as well as how to manage the financial

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aspects of a Campus Corps project. MTCC offers a thorough online description of successful projects and step-by-step instructions about how to apply as a project site, create performance goals, and recruit members. Successful project sites receive holistic technical assistance and training during: 1) supervisor orientation; 2) regular conference calls; 3) networking opportunities and peer exchanges throughout the program year; and 4) at least two site visits per year. MTCC staff continually evaluates and looks for ways to improve its Campus Corps programming. To that end, MTCC utilizes resources such as Project Star, university faculty, professional consultants, trainers, and local community experts to provide performance measurement assistance and training assistance to Campus Corps project supervisors and members.

SOUND RECORD OF ACCOMPLISHMENTS AS AN ORGANIZATION: VOLUNTEER GENERATION AND SUPPORT.

MTCC's network office currently utilizes approximately 50 non-AmeriCorps community volunteers for annual fundraising events and 8-10 training events. Retired Senior Volunteers and community volunteers assist with annual fundraising events such as the Garden City Triathlon, and past events such as the MTCC Icebreaker. MTCC regularly calls upon volunteers to serve as trainers and guest speakers for over eight training events per year, including six Campus Corps trainings. These high-quality trainers and guest speakers offer MTCC the ability to offer outstanding training to members and supervisors. On the 19 local MTCC campuses, volunteerism is a core value and volunteers are well-oriented, regularly recognized, and provided with ongoing staff support.

ORGANIZATIONAL & COMMUNITY LEADERSHIP.

MTCC is a community-recognized organization with a solid record of community leadership and organizational citizenship. George Dennison, chairman of the MTCC Board of Directors, is president of The University of Montana. He serves as Chairman of the Montana Commission on Community Service,

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is recognized both nationally and internationally as a higher education leader in civic engagement, and both he and his campus have received numerous national awards for community and civic engagement. Jane Karas, Executive Committee member, is president of Flathead Valley Community College and serves on the national Campus Compact Board of Directors and the Northwest Commission on Colleges and Universities. Joe McDonald, Executive Committee member, is president of Salish Kootenai College and has been recognized as a leader in tribal education and the American Indian Higher Education Consortium. MTCC Board Members, Geoff Gamble and Carole Falcon-Chandler also serve as commissioners on the Northwest Commission of Colleges and Universities. MTCC Network Office staff members serve on several state boards and commissions. Josh Vanek, Network Services Director, serves on the planning committee of a nonprofit music festival. Gini Aten Erving, Operations Manager, has served on the Missoula International School Board of Directors. Dean McGovern, Executive Director, serves as President of the City Club Missoula Board of Directors; he serves on the Community Knowledge Initiative Advisory Board at the University of Ireland-Galway; he is a member of Leadership Montana; he was recently invited to serve as a U.S. delegate to the European Council's International Consortium on Diversity, Higher Education, and Sustainable Democracy; and he serves a member of the Cross-Stream Training Partnership for the Montana Commission on Community Service. MTCC staff members regularly volunteer their time with local and statewide organizations including: Campfire Boys and Girls, Habitat for Humanity, Special Olympics, and Missoula Youth Homes. MTCC has won praise as an environmentally friendly workplace and has won the Missoula Commuter Challenge Award for 5 of the last 6 years.

SUCCESS IN SECURING MATCH RESOURCES.

As large statewide consortium, MTCC readily secures matching funds from its partner campuses, community partners, state government agencies, and many individual donors who work both outside and inside the network. MTCC generates unrestricted revenue from several sources, which is used to

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match current and future grants and awards. All MTCC partner campuses contribute to the operations of the organization through annual Campus Compact affiliation dues that are not associated with the Campus Corps program. The proposed Campus Corps project will leverage an additional \$562,379 in non-federal funds in its first year. MTCC regularly solicits and secures individual and corporate donations as well as conducts at least one major fundraising event per year. MTCC maintains contracts for service that generate revenue, some of which can be used to match federal funding. MTCC receives and records in-kind match from volunteers, corporations, businesses, partner campus staff, community partner staff, and others donating their time or resources to the programs. Typically, MTCC matches federal dollars well beyond the requirement through a systematic and diligent process of capturing and documenting matching contributions.

SUCCESS IN SECURING COMMUNITY SUPPORT: COLLABORATION.

MTCC has developed and maintains several reciprocal partnerships with community-based organizations locally, regionally, and nationally including: government agencies, nonprofits, and businesses. For example, MTCC works closely and collaboratively with the Montana Governor's Office for Community Service; the Corporation for National and Community Service; National Campus Compact; the American Indian Higher Education Consortium; Office of the Commission for Higher Education; Montana Association of Churches; Montana Office of the CNCS; Montana Office for Public Instruction; Montana Associated Students; Western States Insurance; Student Assistance Foundation; Carter Partnership Foundation; Campus Compact Western Regional Consortium; Washington Corporation; and the Montana Nonprofit Association. These partnerships provide financial, intellectual, technical, and in-kind support that allows MTCC to serve the needs of Montana communities. Concomitantly, the partners benefit from the array of experience and resources of the MTCC network. In addition to MTCC's network-wide partnerships, MTCC member campuses have their own specific partnerships which ultimately benefit the MTCC programs, and participants. Examples of these include

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individual project partnerships with Habitat for Humanity chapters across the state; food banks and homeless shelters; dozens of schools and school districts; several community-based after-school programs such as the Missoula Flagship Program; senior centers; and retirement communities across the state. These organizations and programs provide MTCC projects, including Campus Corps members, valuable assistance with participant supervision and training. These partnerships are critical to the success of MTCC programming because they allow Campus Corps members and other MTCC program participants a ready-made infrastructure so that they can help address community-identified needs. Community organizations play a vital role in MTCC's Campus Corps partnerships by adding staff time, resources, and pathways to successful projects that meet community needs. For example, Habitat for Humanity, a faith-based nonprofit organization, purchases and prepares residential lots, orders and delivers building materials, and develops worksite schedules that allow Campus Corps members to roll up their sleeves and meet critical housing needs in a substantive and effective way. This infrastructure is a valuable advantage for new Campus Corps members and exists as a result of the longevity of the program and strength of the partnerships that have been formed over time.

LOCAL FINANCIAL & IN-KIND CONTRIBUTIONS.

MTCC has creatively and increasingly sought financial, in-kind, and non-financial contributions to support its mission and its programs. MTCC develops an annual budget with its proposed community projects in mind. Revenue and in-kind contributions regularly play a role in meeting the resource needs of the organization. MTCC holds fundraising events; procures sponsorships for programming; and solicits contributions from partner campuses, local nonprofits, businesses, and government agencies. Over the last 15 years, contributions have gone from a single source of revenue (MTCC affiliation dues) to a wide variety of support including grant funding; private donations; cost match support; and gifts. Additionally, valuable in-kind support has steadily increased since MTCC's inception including: office space; professional services; food; travel; lodging; training materials; and professional intellectual

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products. Each year, these contributions increase and partners find more innovative ways to help MTCC. In 2008, MTCC's board of directors voted to adopt a formal Amendment to their 2000 Declaration on the Civic Responsibility of Higher Education, formally expanding the reach of national service onto four new campuses by fall of 2009. MTCC will continue to seek innovative funding sources including online giving campaigns; individual benefactors; entrepreneurial service approaches such as financial cost match for member placements; and state funding via partnership with the Office of the Commissioner of Higher Education.

WIDE RANGE OF COMMUNITY STAKEHOLDERS.

MTCC was founded in 1993 because of the vision and leadership of George Dennison and the presidents of 11 colleges throughout Montana. Since that time, MTCC has grown to be the largest higher education consortium in the state with 19 partner institutions (of 21 in Montana) and partnerships with more than 200 public, private, community- and faith-based organizations, tribal, corporate, and government agencies. Specifically, these stakeholders include college presidents, community service directors, students, faculty members, community-based program staff, civic leaders, government staff, legislators, and the Montanans whom the organization serves, which include low-income and tribal constituents.

Montana is home to seven tribal colleges--more than any other individual state. This unique constituency brings a culturally, educationally, and socially diverse perspective to the work of the MTCC coalition. Montana's tribes commit themselves to a high standard and ethic of service to family and community and MTCC's non-tribal partners benefit from that commitment. According to a February 2007 report prepared by the Institute for Higher Education Policy in collaboration with the American Indian Higher Education Consortium (AIHEC), the benefits of having a tribal college or university (TCU) campus housed on a reservation are directly related to the economic and social health of the community and, in turn, the physical and mental health of tribal members. Unemployment, low wages,

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high rates of domestic violence, limited access to education, and increasing risks of health problems such as diabetes and obesity all contribute to a cycle of poverty in Montana's tribal communities. However, as the AIHEC report points out, tribal colleges are "agents of change," with students and graduates serving as role models among their peers and younger tribal members. The AIHEC report claims that higher education is "one of the main drivers of economic and social development for all American Indian communities." This is no small feat, considering the severity of the community needs that persist in many American Indian communities, such as the Crow Reservation, which covers nearly 2 million acres of remote land in South-Central Montana and struggles with the highest poverty and unemployment rates in the state according also to a 2004 census. Thankfully, TCUs like Little Big Horn College on the Crow Reservation are bringing the promise and progress of higher education to many struggling reservations. This campus and the other tribal colleges located throughout Montana are "committed to increasing the economic, social and cultural prosperity of [their] communities."

As an affiliate of the Montana Campus Compact, Little Big Horn College is strategically situated as a provider of much-needed educational resources and civic engagement opportunities in what is an otherwise underserved and geographically-isolated community. The pressing needs of communities such as this inspire and inform MTCC's mission to engage students in meaningful service. Therefore, MTCC responds to the needs of a large and diverse group of stakeholders. Because of the support and leadership of this wide constituency, MTCC is a trusted source of information, leadership, resources, ideas, and ingenuity to leverage community service, service-learning, and campus-community partnerships to address and alleviate the problems facing Montana communities.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS: COST PER MEMBER SERVICE YEAR (MSY).

Historically, the Montana Campus Compact has had great success enrolling both stipended and Education Award AmeriCorps member positions. Education Award positions have been a natural fit for

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students participating in service-learning initiatives as part of a course of study, while the stipended positions have helped support the creation of extracurricular service teams made of up students receiving a living allowance or work-study award. This hybrid approach to AmeriCorps programming helps to make the Campus Corps program more cost-effective, with a larger number of members serving at a substantially lower overall cost per Member Service Year (MSY) than most AmeriCorps state programs. MTCC is requesting approximately \$2,500 in Corporation support of a maximum allowable \$12,600 per MSY. The project will leverage a 1:1 ratio in organizational support, equivalent with the \$2,500 per requested MSY, for an overall proposed budget of \$1,124,379. MTCC is proposing to host a statewide, decentralized AmeriCorps program that will draw heavily upon the institutional resources of the affiliate institutions that compose the organization. The Campus Corps program design relies heavily on staff members at local campuses, who assume a large portion of member support and program administration duties. The attached 2009 program year budget includes a total of 670 members, with 74 members receiving a bi-weekly living allowance, 30 members receiving Federal Work-Study awards and 566 members receiving course credit and Education Awards. The staff of the MTCC network office will provide statewide program oversight, training, and technical assistance, and serve as the liaison to the program's funders. Compared with past years, the proposed program includes a greater geographic spread, increased and more diversified beneficiaries, and a substantially increased number of AmeriCorps members. MTCC is financially and programmatically ready to meet these new challenges.

DIVERSE NON-FEDERAL SUPPORT.

MTCC's network stakeholders will support the proposed program's implementation and sustainability by bringing their local resources in the form of site and campus-based supervisors' time and effort, office space to house the program locally, local accounting and financial personnel, and community cost-sharing to support, grow and sustain the program. New academic department partnerships will translate to expanded program resources. To deepen the impact of the program's sustainability

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campaign and expand institutional support of college students' community service, MTCC is proposing to disburse administrative grant funds, matched 1:1 and totaling \$26,973. These funds will challenge new and expanded support from MTCC campuses by requiring that campuses develop 1) local program sustainability plans, 2) deep and reciprocal community partnerships, 3) skilled and motivated local staff to support the program, and 4) new campus infrastructure to support national service.

This proposed program will leverage diverse non-federal support by bringing local campus resources in the form of funding, supervisor time and effort, office space and in-kind donations to the table. Of the proposed overall budget, more than \$75,000 in cash will come from Montana colleges and universities and their local partnering organizations. Specifically, campuses will establish community partnerships and assess a fee-for-service whereby local non-profits and host sites will share a portion of the costs associated with hosting AmeriCorps members. MTCC's board of directors has committed to provide their network of support staff, offices and institutions to support AmeriCorps members in their service, and support the program as it grows. Over the next three years, working with the board, MTCC will seek new funding and partnerships to sustain the work of the program, and will work to ensure that all campuses have well-funded offices from which community service and service-learning are based. Currently, the non-corporation resources which have been committed total \$562,379, which represents a 50% match, versus the 38% match requirement. Additionally, MTCC's board chair, George Dennison has committed The University of Montana to matching AmeriCorps Education Awards and has encouraged his fellow campus CEOs around Montana to do similarly. This contribution doesn't appear in the budget, but it speaks to a commitment to esteem and add value to national service in Montana.

DECREASED RELIANCE ON FEDERAL SUPPORT.

MTCC is a past CNCS grantee and the share of program costs that come from the organization has grown substantially over the organization's fifteen year history. Were a value to be assigned to the time,

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effort, and support expended by the administrators, faculty, staff and community partners of the 19 MTCC campuses across Montana, the local match to federal funds would meet or exceed the federal funding. In the current cycle, the proposed budget demonstrates the MTCC network's cost-sharing and match at a 1:1 ratio, whereby each federal dollar requested is matched by one local dollar. A substantial portion of this support, \$223,200, comes in the form of the locally-paid salaries and benefits of staff around the state who will supervise and support the AmeriCorps members associated with this proposal. This locally generated share of match has nearly doubled in 3 years time, and with continued attention, the program will correspondingly grow its local support and expand the services available to Montana communities.

MTCC's board of directors tasks staff at their campuses with the direction and administration of MTCC programs and initiatives locally; for example, in the past year MSU-Bozeman, MSU-Billings, Fort Peck Community College and Dawson Community College all hired new staff to support, expand and sustain national service in their communities. Priorities for MTCC include deepening the impact of members' service by providing tools and training to supervisors and community partners while continuing to expand the breadth, depth and geographic reach of national service in Montana. In order to meet the diverse needs of Montana communities, MTCC is proposing its Campus Corps program to assist those academic departments whose mission is to educate students for careers serving the public good.

Through these new partnerships MTCC will extensively deepen its impact. Approximately 566 of the requested members will serve in clinics, hospitals, and schools in service-learning partnerships with academic departments such as nursing, education, social work, and environmental studies. These members will gain citizenship skills, professional competence, and community understanding, as well as course credit and AmeriCorps Education Awards.

BUDGET ADEQUACY.

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The proposed budget will expand the quantity, quality and geographic reach of community service in Montana, and will ensure that at every level of the program there is high-quality support for members, supervisors and community partners. The proposed budget provides expanded funding to local campuses, whose administrative role in the program will be substantial, while challenging campuses to build new infrastructure to support service-learning and national service long-term. This budget will support the proposed program activities such as training, program staff, and member living allowances and benefits. With the stewardship of MTCC, the proposed budget will provide a tool to challenge new and deeper support of community service and service-learning. The program's desired outputs and outcomes will be enabled by ensuring that members are well-supported at their local host sites and campuses, and that site supervisors will be supported by the staff of the MTCC network office. Of the overall budget, one hundred percent of the funds will directly support the program's outputs and outcomes. The budget is allocated to member support as well as program operations, and through working within existing campus infrastructure and systems, the program will leverage one dollar of community support for each federal dollar requested.

Evaluation Summary or Plan

EVALUATION SUMMARY.

The Montana Campus Compact's CNCS-funded service-learning initiative, Community Partners AmeriCorps, underwent an independent evaluation in Spring 2008. The primary goal of this evaluation was to assess the feasibility of combining the efforts of the Community Partners program's service-learning model and the Campus Corps program's team-based model. The evaluation found Community Partners to be highly efficient in terms of costs and innovative in its addition of substantial value to students' educational experience. The evaluation noted program strengths ranging from an ability to engage students who wouldn't otherwise serve, a broad geographic spread, strong beneficiary and supervisor support for members' service, and expansion of service-learning pedagogy. Among the program's weaknesses were communication difficulties and need for improved national service

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affiliation. During the 2008-2009 program year, these weaknesses are being strategically addressed through new communication systems that empower local campus support staff, improved web-based member resources, and more intentional member training modules to improve members' affiliation with the national service movement.

In June 2008, MTCC hired an independent contractor to plan, design and facilitate a two-day professional retreat, called the Visioning Summit. The summit brought together program stakeholders from nine campus and community sites who, after a series of conference calls and independent interviews, spent two days evaluating the strengths and weaknesses of the Campus Corps program, in an effort to increase the reach and impact of the program in future years. The independent contractor focused on the following key areas in her assessment of the program: brand development and marketing, volunteer recruitment, performance measurement, member enrollment and retention, member development, and community partnerships. The resulting evaluation critically assessed the feasibility and practicality of combining the efforts of Campus Corps and the Community Partners program, with the appraisal being that the growth potential of Community Partners would lend itself well to the Campus Corps spectrum of service by adding more opportunities for service-learning, increasing the number of Montana college students involved in volunteer activities, and improving participants' affiliation with the national service movement. Additionally, the evaluation assessed MTCC's capacity for handling the recommendations for future growth and impact.

EVALUATION PLAN.

During the 2008-2009 program year, efforts have been made to bring the two programs together in significant ways, such as collaborative training events and opportunities for cross-program civic reflection.

In the second year of the next funding cycle, MTCC is proposing another evaluation of the proposed

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Campus Corps program in its new, hybrid form. This evaluation will utilize the 2007-2008 Community Partners evaluation and Campus Corps evaluation as its baseline, and will seek to establish the impacts of the program by comparing the members' service against the absence of those services. MTCC will budget \$5,000 to design web-based impact evaluation tools for members, supervisors and campuses, in order to best capture the diversity of activities and the broad geographic spread of the program. Additionally \$5,000 will be budgeted to hire an independent evaluator, to hold focus groups, interview members, beneficiaries and supervisors and to interpret the data gathered.

Amendment Justification

N/a

Clarification Summary

CLARIFICATION RESPONSE FY09

CLARIFICATION ITEMS

EARLY CHILDHOOD EDUCATION CENTERS - The mention of "early childhood education centers" (p.27) refers to not-for-profit childcare agencies and schools with 501c3 status. All pre-K-12 schools and early childhood education centers must complete a "Service Site Needs Assessment" form prior to becoming a Campus Corps service site, in which they must demonstrate their nonprofit status.

TUITION FOR SERVICE PRACTICUM - Members do not pay for the opportunity to serve with Campus Corps. Of the 670 AmeriCorps members included in the Campus Corps proposal, 97% are full-time students. This means that 651 Campus Corps members are enrolled in 6 or more credits at a college or university, for which they pay tuition. This includes students who participate in AmeriCorps service as part of a clinical, practicum or community service field placement. However, members are not charged additional fees for participating in these service opportunities.

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BUDGET ITEMS

SECTION I.A. - PERSONNEL EXPENSES: Team leaders are full-time AmeriCorps members and are not considered staff. As such, the Network Team Leader has not been included in Personnel Expenses. Examples of team leader duties include assisting other members with accomplishing personal development goals via team gatherings and periodic 1-on-1 meetings, organizing events and special projects during national service days, and planning civic reflection activities for members. It should be noted that member supervision and access to member records are not allowable activities for Campus Corps team leaders.

SECTION I.A. - STAFF TRAVEL: This number is based upon allowance for 2 site visits per year to each of 19 campuses (38 days), plus two extra days in case an additional visit is warranted to a campus that needs extra support.

SECTION I.A. - MEMBER TRAVEL: This number is based upon allowance for 3 travel days to facilitate attendance at 2 trainings per year by members from 11 campuses that host Service Team members (33 days), plus two extra days in case of changes in the state mileage allowance rate. Service-Learning members receive training on their local campuses and do not have to travel to training events.

SECTION I.E. - SUPPLIES: Uniforms have only been included for 652 out of 670 members because the remaining 18 are 2-year, half-time members continuing from the 2008-2009 grant year. These 18 members have already received their uniforms.

SECTION I.E. - BACKGROUND CHECKS: Background checks have only been included for 652 out of

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670 members because the remaining 18 are 2-year, half-time members continuing from the 2008-2009 grant year. Background checks have already been performed for these 18 members, who will remain "Active" until August 31, 2010.

SECTION I.E. - MEMBER SUPPORT COSTS: Worker's Compensation and Unemployment have been included for the 74 members who will receive an AmeriCorps living allowance through the Campus Corps grant. The remaining 596 members are student workers and service-learning interns whose liability coverage/benefits are covered by their host campus.

Healthcare costs have been included for the 14 full-time team leaders who receive an AmeriCorps living allowance through the Campus Corps grant. The remaining 25 full-time members are Education Award-Only student members who do not receive a living allowance and whose liability coverage and benefits are covered by their host campus. Examples of these additional 25 full-time members are students participating in an intensive clinical rotation schedule as part of their AmeriCorps service (i.e., physician's assistant and public health programs).

According to IRS rulings, AmeriCorps members qualify for the Student FICA Exemption if they are enrolled in 6 or more credits at an institution of higher education. The program will ensure that these criteria are met. All members must indicate their student status at the time of enrollment (i.e., "enrolled in 6 or more credits" or "not a full-time student"). FICA benefits have been included for the 19 non-student members participating in Campus Corps (14 full-time leaders + 5 part-time members). These 19 members will be the only non-students participating in Campus Corps, with the remaining 651 members being full-time students, based on IRS criteria.

CLARIFICATIONS 7/17/2009

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SECTION C - Member Travel - "Clarify the different costs per mile for vans vs. vehicle."

Added detail regarding the different rate for sedans vs. vans, rather than original "vehicles" vs. vans.

SECTION E - "Clarify the line item for "operating costs." Provide additional details for the \$9525 budgeted for office supplies and operating costs."

Reduced overall amount and added detail about the fact that the these expenses would be incurred at MTCC affiliate (subgrantee) campuses, versus at the MTCC headquarters office.

SECTION E - "Clarify the \$1478 budgeted in the second line item for office supplies. How is this different from the line item above?"

Changed amount to \$1543 and added explanation in the office supplies line for affiliate (subgrantee) campus line.

SECTION F - "Clarify the subawards to participating campuses. What costs would be allowable under the subawards?"

Changed amount to \$41,508 and added detail regarding allowable expenses for MTCC affiliate campuses.

SECTION F - Indirect costs for the participating campuses are not allowable.

Removed the budget line for indirect costs to participating campuses.

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Section II - B - "Indirect costs for the partnering campuses is not allowable."

Removed the budget line for indirect costs to partnering campuses.

Continuation Changes

I. APPLICANT INFO AND APPLICATION INFO: No Changes.

II. NARRATIVE

MEMBER OUTPUTS & OUTCOMES

ENROLLMENT - Campus Corps has consistently met or exceeded enrollment requirements throughout the last three-year cycle of funding. The program successfully reached 100% enrollment during the 2008-2009 program year. In the first quarter of 2009-2010, the program has already enrolled more than 2/3 of its members, with the expectation of achieving 100% by early 2010.

RETENTION - Based on a 2007 study conducted by the National Center for Higher Education Management Systems (NCHEMS), college retention rates in Montana are around 68% for four-year colleges and only 40% at two-year campuses. As a program that specifically targets this transient student population, Campus Corps is far exceeding the retention rates of its partnering institutions, with 88% of members retained in 2008-2009. This represents a significant improvement over previous years, with 74% in 2007-2008 and only 66% in 2006-2007. In 2009-2010, efforts have been made to support members even better from start to finish throughout their terms of service, beginning with sessions on personal goal-setting, time management and organization skills at the fall orientation. Additionally, the program has leveraged greater support from college faculty and staff, with local supervisors playing an active role in supporting member development through ongoing training, civic

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Narratives

reflection, and academic coursework.

ORGANIZATIONAL CAPABILITY

A new full-time staff member has joined MTCC in 2009 as Operations Manager to assist with program administration and fiscal management for the Campus Corps program. Having been previously employed with MTCC's fiscal agent at UM's Office of Research and Sponsored Programs (ORSP), Tracy Scott has extensive experience with grant accounting, human resource management, and financial reporting. Prior to her time with ORSP, Tracy worked for the city of Montrose, Colorado, Allegiance Benefit Plan Management, and the Rocky Mountain Elk Foundation.

Emily Clark has been hired as a 3/4-time Program Specialist and will be assisting with program administration, member paperwork, and file management to ensure compliance with AmeriCorps provisions. A former AmeriCorps member herself, Emily brings a wealth of hands-on knowledge and relevant experience to the table as part of the Campus Corps program staff.

EVALUATION PLAN

In year two of funding, MTCC has budgeted \$10,000 for an independent evaluation. A scope of work will be created in the spring of 2010, with a competitive bidding process beginning in July. With the help of an independent evaluator, MTCC plans to conduct a quasi-experimental design evaluation by comparing the citizenship development experiences of active Campus Corps members with other Montana students who are not participating in the program.

COST EFFECTIVENESS & BUDGET ADEQUACY

COST PER MEMBER SERVICE YEAR (MSY) - By tapping into existing campus resources, such as Federal Work-Study, and by offering non-monetary incentives to participating students, such as

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Narratives

academic credit, MTCC is able to deliver a very cost-effective AmeriCorps program that engages a large number of members. In year two of funding, MTCC is requesting \$695,179 in CNCS funding to support the work of 654 total AmeriCorps members (a total of 221.5 MSY). Out of a possible \$16,000 allowed in 2010-2011, the Campus Corps program will cost only \$3,138 per MSY.

III. PERFORMANCE MEASURES

MEMBER CITIZENSHIP DEVELOPMENT - Changed to 654 members participating in activity.

NONPROFIT CAPACITY BUILDING - Changed to 108 members participating in activity.

SERVICE-LEARNING INITIATIVES - Changed to 546 members participating in activity.

VOLUNTEER RECRUITMENT - Changed to 654 members participating in activity.

IV. BUDGET

SECTION I.A.-B. (PERSONEL EXPENSES/FRINGE) - Increased staff salaries and fringe to indicate a 5% cost of living adjustment and 5% merit adjustment. Decreased in-kind match of campus-based supervisor time and effort.

SECTION I.C. (STAFF/MEMBER TRAVEL) - Adjusted travel mileage and lodging rates to reflect 2010-2011 rates. Added airfare, meals and lodging for staff travel for professional development.

SECTION I.E. (SUPPLIES) - Adjusted allotment for member uniforms based on 654 members. Increased grantee match of supplies.

SECTION I.F. (CONTRACTUAL & CONSULTANT SERVICES) - Increased subawards to participating campuses for local operating expenses. Added web development fees.

SECTION I.G. (STAFF/MEMBER TRAINING) - Added training and conference fees for MTCC staff. Adjusted travel mileage and lodging rates for trainers, members and supervisors to reflect current rates. Increased funds for civic reflection, member development and Careers in the Common Good training fees.

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Narratives

SECTION I.H. (EVALUATION) - Added funds for a one-time independent evaluation.

SECTION I.I. (OTHER PROGRAM OPERATING COSTS) - Added funds for staff and supervisor background checks, as well as additional background checks for applicants to the program. Removed in-kind match of meeting space.

SECTION II.A. (LIVING ALLOWANCE) - Increased member living allowance to meet new CNCS minimum requirements. Adjusted budget to reflect 18 fewer slots, which were carried over from 2008-2009 as two-year members. Added four more full-time leader slots to support the work of student members (new total: 18).

SECTION II.B. (MEMBER SUPPORT COSTS) - Adjusted FICA, Worker's Comp and Unemployment to reflect revised member numbers. Increased member health insurance monthly premiums to 2010-2011 rates.

SECTION III.B. (FEDERALLY APPROVED INDIRECT COST RATE) - Adjusted Indirect Cost and Waived IDC to reflect federally-approved 2010-2011 rates.

V. INCREASING GRANTEE OVERALL SHARE OF TOTAL BUDGETED COSTS

The Campus Corps budget for 2010-2011 reflects a 42% grantee match overall, per CNCS requirements.

Performance Measures

Service Categories

Community-Based Volunteer Programs	Primary <input checked="" type="checkbox"/>	Secondary <input type="checkbox"/>
Other Community and Economic Development	Primary <input type="checkbox"/>	Secondary <input type="checkbox"/>
Service Learning	Primary <input type="checkbox"/>	Secondary <input checked="" type="checkbox"/>
Training and Technical Assistance	Primary <input type="checkbox"/>	Secondary <input type="checkbox"/>

Member Citizenship Development

Service Category: Training and Technical Assistance

Measure Category: Participant Development

Need

Briefly describe the need to be addressed (Max. 4,000 characters)

AmeriCorps members require formal training and organized civic reflection activities to assist them with their commitment to become active and more engaged citizens.

Activity

Briefly describe how you will achieve this result (Max 4,000 chars.)

Campus Corps AmeriCorps members will develop citizenship competencies by attending skills-specific training, participating in team-building and civic reflection activities, and gaining hands-on service experience during their terms of service. Campus Corps members' citizenship development will include statewide training events sponsored by MTCC (e.g., Fall in-service training, Spring Life After AmeriCorps training) and local training and civic reflection activities sponsored by campus host sites.

Activity Start Date: 15 August 2009

Number of Members: 654

Activity End Date: 14 August 2010

Hours per Day (on average): 1

Days per Week (on average): 1

Results

Result: Intermediate Outcome

Campus Corps AmeriCorps members will report an increase in citizenship competencies as a result of participating in training and member development activities.

Indicator:

Target: By the end of the third year of funding, ninety percent of exiting members will report an increase in citizenship competencies as a result of participating in training and member development activities through Campus Corps.

Target Value: 90 %

Instruments: Member development surveys.

PM Statement: Over the next three years, Campus Corps AmeriCorps members' citizenship development will include eighteen statewide training events sponsored by MTCC and sixty local training and civic reflection activities sponsored by campus host sites, resulting in 90% of exiting members reporting

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Result: Intermediate Outcome

an increase in citizenship competencies by the third year.

Prev. Yrs. Data: N/a

Result: Output

Campus Corps host sites will sponsor local training and civic reflection activities for their members, in addition to statewide training events sponsored by MTCC.

Indicator:

Target: By the end of the third year of funding, seventy-eight citizenship development opportunities will

be hosted, with eighteen statewide training events sponsored by MTCC and sixty local training

and civic reflection activities sponsored by host sites.

Target Value: 78

Instruments: Training sign-in sheets

PM Statement: Over the next three years, Campus Corps AmeriCorps members' citizenship development will include eighteen statewide training events sponsored by MTCC and sixty local training and civic reflection activities sponsored by campus host sites.

Prev. Yrs. Data: N/a

Nonprofit Sector Capacity Building

Service Category: Other Community and Economic Development

Measure Category: Needs and Service Activities

Need

Briefly describe the need to be addressed (Max. 4,000 characters)

Community-based not-for-profit organizations have minimal resources and limited capacity to serve community needs in times of economic instability. Montana's nonprofit sector is in need of well-trained, highly motivated AmeriCorps members to help expand the reach and impact of services.

Activity

Briefly describe how you will achieve this result (Max 4,000 chars.)

Campus Corps AmeriCorps members will help build capacity at community partner sites throughout Montana through direct services to clients and indirect services, such as volunteer recruitment, partnership-building, marketing and resource development.

Activity Start Date: 15 August 2009

Number of Members: 108

Activity End Date: 14 August 2012

Hours per Day (on average): 3

Days per Week (on average): 5

Results

Result: Output

Campus Corps AmeriCorps members will serve not-for-profit community organizations as a result of collaborative partnerships with local college and university campuses.

Indicator: community partnerships

Target: By the end of the third year of funding, approximately 210 not-for-profit community

organizations will be served as a result of collaborative partnerships with local college and

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Result: Output

universities and colleges.

Target Value: 210

Instruments: Site Agreements and Memoranda of Understanding (MOU).

PM Statement: Campus Corps AmeriCorps members will provide both direct and indirect services to approximately 210 not-for-profit community partner sites throughout Montana over three years.

Prev. Yrs. Data: N/a

Result: Intermediate Outcome

Community-based not-for-profit organizations (such as senior centers, after school enrichment

programs, health clinics, etc.) will report greater capacity to meet community needs as a direct result

of the service of a Campus Corps AmeriCorps member.

Indicator: increase in organizational capacity.

Target: In the third year of funding, ninety percent of community partners surveyed will report greater

capacity to meet community needs as a result of Campus Corps members' service.

Target Value: 90%

Instruments: Community-based site supervisor survey.

PM Statement: Campus Corps AmeriCorps members will provide both direct and indirect services to approximately 210 not-for-profit community partner sites throughout Montana over three years, resulting in ninety percent of community partners reporting an increase in organizational capacity to meet community needs by the third year.

Prev. Yrs. Data: N/a

Service-Learning Initiatives

Service Category: Service Learning

Measure Category: Participant Development

Need**Briefly describe the need to be addressed (Max. 4,000 characters)**

Limited opportunities exist for Montana's college students to participate in service-learning and civic engagement activities, resulting in fewer graduates who are committed to lifelong service via 'careers in the common good.'

Activity**Briefly describe how you will achieve this result (Max 4,000 chars.)**

Campus Corps AmeriCorps members will become more committed to lifelong service via 'careers in the common good' by engaging in college-level coursework that promotes participation in community service (i.e., service-learning).

Activity Start Date: 15 August 2009

Number of Members: 546

Activity End Date: 14 August 2012

Hours per Day (on average): 1

Days per Week (on average): 3

Results**Result: Output**

Campus Corps AmeriCorps members will engage in college-level coursework that promotes

Result: Output

participation in community service (i.e. service-learning).

Indicator: participants

Target: By the third year of funding, eighty percent of Campus Corps AmeriCorps members will engage

in college-level coursework that promotes participation in community service (i.e., service-

learning).

Target Value: 80 %

Instruments: Site Agreements and Member Development Plans.

PM Statement: By the end of the third year of funding, eighty percent of Campus Corps AmeriCorps members will engage in college-level coursework that promotes participation in community service (i.e., service-learning).

Prev. Yrs. Data: N/a

Result: Intermediate Outcome

Campus Corps AmeriCorps members will be more committed to lifelong service via their intended

profession as a result of their participation in Campus Corps.

Indicator: increased commitment to lifelong service.

Target: By the end of the third year of funding, 90 percent of exiting members will report a greater

commitment to lifelong service via their intended profession as a result of their participation in

Campus Corps.

Target Value: 90 %

Instruments: Member development survey.

PM Statement: By the end of the third year of funding, eighty percent of Campus Corps AmeriCorps members will engage in college-level coursework that promotes participation in community service (i.e., service-learning), with ninety percent reporting that they are more committed to lifelong service via their intended profession as a result of their participation in Campus Corps.

Prev. Yrs. Data: N/a

Volunteer Recruitment

Service Category: Community-Based Volunteer Programs

Measure Category: Strengthening Communities

Need

Briefly describe the need to be addressed (Max. 4,000 characters)

Community-based not-for-profit organizations and local and state government agencies need

committed, consistent volunteers to assist with the delivery of services. Limited opportunities exist for

college students and community members to engage in meaningful volunteer service activities.

Activity

Briefly describe how you will achieve this result (Max 4,000 chars.)

Campus Corps AmeriCorps members will provide opportunities for college students and community

members to engage in meaningful volunteer service activities. Volunteering will take place at local

community partner sites on an ongoing basis and at college campuses during special events and

National Service Days.

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Briefly describe how you will achieve this result (Max 4,000 chars.)

Activity Start Date: 15 August 2009

Number of Members: 654

Activity End Date: 14 August 2010

Hours per Day (on average): 1

Days per Week (on average): 3

Results

Result: Intermediate Outcome

Volunteers serving with Campus Corps projects will report that the projects with which they served were worthwhile.

Indicator: volunteers reporting that service projects were worthwhile.

Target: By the end of the third year of funding, at least ninety percent of volunteers surveyed will report

that the Campus Corps service project was worthwhile.

Target Value: 90 %

Instruments: Volunteer survey.

PM Statement: Campus Corps AmeriCorps members will recruit at least 10,000 non-AmeriCorps volunteers who will serve approximately 100,000 hours at not-for-profit community partner sites, special projects, and National Service Day events over three years, with 90% of volunteers reporting that the project was worthwhile.

Prev. Yrs. Data: N/a

Result: End Outcome

Volunteers will report that, as a result of their service experience with a Campus Corps project, they are more committed to volunteering in the future.

Indicator: volunteers reporting that they are more committed to volunteering in the future.

Target: By the end of the third year of funding, ninety percent of volunteers surveyed will report that, as

a result of their service experience with a Campus Corps project, they are more committed to

volunteering in the future.

Target Value: 90 %

Instruments: Volunteer survey.

PM Statement: Campus Corps AmeriCorps members will recruit at least 10,000 non-AmeriCorps volunteers who will serve approximately 100,000 hours at not-for-profit community partner sites, special projects, and National Service Day events over three years, with 90% of volunteers reporting that the project was worthwhile and 90% reporting they are more committed to volunteering in the future as a result of their service experience.

Prev. Yrs. Data: N/a

Result: Output

Campus Corps AmeriCorps members will provide opportunities for college students and community members to engage in meaningful volunteer service activities.

Indicator: community volunteers recruited

Target: By the end of the third year of funding, Campus Corps AmeriCorps members will recruit at least

10,000 volunteers, who will serve at not-for-profit community partner sites, special projects, and

National Service Day events.

Target Value: 10000

Instruments: Volunteer logs and member progress reports.

PM Statement: Campus Corps AmeriCorps members will recruit at least 10,000 non-AmeriCorps volunteers who will serve at not-for-profit community partner sites, special projects, and National Service Day

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Result: Output

events over three years.

Prev. Yrs. Data: N/a

Result: Output

Non-AmeriCorps volunteers recruited by Campus Corps members will serve an average of 10 hours per volunteer.

Indicator: hours of community volunteer service

Target: By the end of the third year of funding, non-AmeriCorps volunteers recruited by Campus Corps

members will have served approximately 100,000 hours at not-for-profit community partner

sites, special projects, and National Service Day events.

Target Value: *****

Instruments: Volunteer logs and member progress reports.

PM Statement: Campus Corps AmeriCorps members will recruit at least 10,000 non-AmeriCorps volunteers who will serve approximately 100,000 hours at not-for-profit community partner sites, special projects, and National Service Day events over three years.

Prev. Yrs. Data: N/a

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Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Labor Union Concurrence	Not Applicable